

THE

# MISSOURI EDUCATOR.

---

Vol. II.

JEFFERSON CITY, SEPTEMBER, 1859.

No. 5.

---

## AMERICAN NORMAL SCHOOL ASSOCIATION.

---

The American Normal School Association, commenced its fifth annual session on August 17th, at Trenton, New Jersey, with a goodly number in attendance. After the meeting was called to order and the preliminary exercises were over, Prof. ALPHEUS CROSBY, Principal of the Normal School, Salem, Mass., was introduced, and read a paper, limited by the plan of the meeting to twenty-five minutes, on the subject of the "Proper Sphere and Work of the American Normal School," a synopsis of which we find in the *New York Times*, and regard it worthy of a place in the *EDUCATOR*. Although one or two paragraphs are not very clearly reported, the general drift and tone of the essay will be understood.

He considered first the question, What is the essential difference between Normal Schools and other schools? Second, How does the American Normal School differ from Normal Schools in other countries? The general objects of European Normal Schools was stated to be, to take young men or boys, of the lower class, of very moderate attainments, and by a course of appropriate exercises, to drill them in a preparation for conducting, according to a prescribed routine schools, for these lower classes, great pains being taken to inculcate the sentiments, principles and habits suitable for the more humble station which they are to occupy.

To show the proportion of male and female teachers in several Normal Schools, Prof. C. stated that the members of the schools in Massachusetts were in the proportion of 77 males to 375 females; in Rhode Island, 25 to 75; in Connecticut, 80 to 180; in New York, 94 to 198; in New Jersey, 31 to 87.

To illustrate the corresponding movement in Massachusetts with respect to the employment of female teachers, a comparison was instituted between the numbers employed in 1856-7 and in 1857-8. At the former period there were 2,371 male teachers, and 3,591 females; at the latter period there were 1,981 male and 7,992 female teachers, making the number more than double what it was twenty-one years before.

Prof. C. then considered what should be the course of study in an American Normal School. It seems obvious, said he, that any course of professional training that is not merely mechanical or empirical, must

have for its basis a thorough consideration of the principles of the profession, of its philosophy, and that this should underlie and give form to all the attention which should be paid to practical results. Method must be continually changing according as circumstances change, and these change more or less each successive day. The particular course which was glory day before yesterday and wisdom yesterday may become folly to day, and ruin to-morrow. The path of existence was destined to be onward, and the steps of one day cannot be repeated the next if progress is to be made. But principles are in their nature eternal, and it is their office to sustain and guide amid all the vicissitudes of circumstances, condition, and even fortune. They are the changeless stars that shine over us to direct amid all the tossings of the waves, the variations of wind and current, the agitations and wanderings of our frail bark. If properly observed they secure each right end, just as the vitality of the tree, amid all alternations of sunshine and storm, with all the varieties of soil and climate, in the forest or open field, on the mountains or upon the plain, makes of the acorn an oak, and only an oak.

In most professional schools the fundamental importance of the study of the principles upon which the profession is based, has been recognized and practically regarded; and no one questions that the prime objects of attention in a medical school should be the principles of medicine, in a law school, the principles of law, and in a theological school, of theology. Why has it not been equally seen that in a Normal School for the training of educators the prime object of study should be the principles of education, and that the most earnest effort of the student should be directed, not to the solution of a miscellaneous question in Blank's Arithmetic, but to the answer for himself or herself, of such questions as these: What is education? What does it comprise? What are its true ends, its great laws, its essential means? What are the distinct properties of the only two subjects of education, vitalized matter and mind? What are the characteristics of the human body, its proper office, its wants, its capacities, its laws of development, health, strength and activity? What is the nature of mind, its end in creation, its destiny, its susceptibilities and powers? What is the special end and design of each faculty of the mind, its capabilities, its limits, its uses, its dangers, its methods of action, its laws of awakening, unfolding, growth, health and disease, its need and reward of culture and the best methods of culture? What are the motive principles of man, his sensibilities, desires, affections, passions? What is the end and intent of each, its normal and abnormal action, its sanity and insanity, its relations to virtue, intelligence, energy and happiness? How can the educator avail himself of each so as to bring forth only melody and harmony? And then, the will. What is that mysterious agent or essence of agency? Is it self-determined or determined from without? How can it be rightly stimulated, repressed, governed and taught to govern itself? The conscience, what this? Why was it given to us? How far and how can it be educated? Is it a sure or an erring guide? In what sense is it the Vicegerent of God? How can it be secured in its rightful authority? When dethroned, how can it be restored to its proper seat and sceptre? What constitute the agents of education, and what is the sphere, office, responsibility of each—of the pupil himself, of the parent, the school teacher, the school committee, the clergyman, the community? How far must all education be essentially self-education? How various and extensive are educational influences? What are the best institutions for education, and what methods are most in harmony with its great principles? &c., &c.

Normal Schools should include, as its second great department, the other consideration of the principles and methods of instruction. But

the question may arise with reference to what branches of learning or departments of teaching? With reference to all certainly that belong to the Common School. And these include the elements of most branches of learning. Arithmetic contains the elements of Mathematics, Geography, of the Natural Sciences; and Reading and Grammar, of Language and Literature. It is familiar to teachers that the great difficulty in instruction lies in teaching the elements. There is the sharpest test of didactic philosophy and skill. The elements well taught, the further work of the teacher, as far as modes of instruction are concerned, is comparatively easy. Hence it will be practically found that the principles and methods of Common School instruction will substantially cover nearly the whole ground of the principles and methods of instruction in general. He who can teach scientifically and adroitly a primary school, may be trusted, if his literary attainments are sufficient, in any department of instruction up to the University.

The importance of raising the standard of admission to Normal Schools was considered next by Prof. Crosby.

On the question whether the higher branches shall be introduced into our Normal Schools, further than liberal and truly scientific preparation for the work of Common School instruction is required, there must be a larger corps of teachers in the Normal Schools, and more complete support than they now have. If they are now introduced there will be, as there have been, the following consequences: Those who have been professionally educated for the work of teaching, who have made it a study, a science, will, for the most part, be confined to what are regarded as the lower, or as only medium positions in the work; while the higher places, the most influential and the most lucrative, will be chiefly occupied by those who, however well educated in other respects, have never made the science of teaching a distinct subject of study, who may have never given an hour to serious thought upon the principles of education, nay, who perhaps scout the idea that any professional training is needed by the teacher. The evils of such a state of things I need not attempt to describe.

So far as young men are concerned, there are two methods, which ought, perhaps, both to be attempted; the first, the extension of the courses of higher study in our Normal School; the second, the introduction of a thorough and efficient course of didactics, theoretical and practical, into our college curriculum. So far as young women are concerned, we seem to be shut up to the first of these methods; and, while I would have the Normal Schools for them devoted not less, but more than they now are, to the cause of primary education, I deem it of vital importance (the expression does not exaggerate my conviction) that there should be in connection with these schools, scientific and literary advantages for our talented, studious and enterprising young ladies, akin to those which have been provided for their brothers, often at woman's expense, in the numerous colleges of our country.

We pass to our fifth and last inquiry, "What should be the influence of the American Normal School upon the character of its pupils?" I have left its greatest work to be mentioned last. For the question, after all, is not, Where has the teacher been educated? What has he studied? What does he know? but, What is he? Or, pardon me if my own special relations, and my own views of the distinctive office of each sex in the elevation of humanity, incline me to change the pronoun, What is she? What is her spirit? Her love for the work; her love for those committed to her charge; her ideal of excellence for herself and for her pupils?

The greater part of the day was spent in discussing the points suggested in the address.

## NATURAL HISTORY.

[The following excellent address was given before an Educational Meeting, in the State House, Boston, Mass., by Prof. Agassiz. It is full of instruction. Read every word of it and ponder.—RES. ED.]

I wish to awaken a conviction that the knowledge of nature, in our days, lies at the very foundation of the prosperity of States; that the study of the phenomena of nature is one of the most efficient means for the development of the human faculties, and that, on these accounts, it is highly important that that branch of education should be introduced into our schools as soon as possible.

To satisfy you how important the study of nature is to the community at large, I need only allude to the manner in which, in modern times, man has learned to control the forces of nature, and to work out the material which our earth produces. The importance of that knowledge to the welfare of man is everywhere manifested to us; and I can refer to no better evidence to prove that there is hardly any other training better fitted to develop the highest faculties of man, than by alluding to that venerable old man, Humboldt,\* who is the embodiment of the most extensive human knowledge in our day, who has acquired that position, and who has become the object of reverence throughout the world, merely by his devotion to the study of nature.

If it be true that a knowledge of nature is so important for the welfare of States, and for the training of men to such high positions among their fellows, by the development of their best faculties, how desirable that such study should form a part of all education! and I trust that the time when it will be introduced into our schools will only be so far removed as is necessary for the preparation of teachers capable of imparting that instruction in the most elementary form.

The only difficulty was to find teachers equal to the task; for in his estimation, the elementary instruction was the most difficult.

It was still a mistaken view with many, that a teacher is always sufficiently prepared to impart the first elementary instruction to those entrusted to his care. Nothing could be farther from the truth; and he believed that in entrusting the education of the young to incompetent teachers, the opportunity was frequently lost of unfolding the highest capacities of the pupils, by not attending at once to their wants. A teacher should always be far in advance of those he instructs; and there was nothing more painful than for a teacher to feel that he must repress, if possible, those embarrassing questions which the pupils may wish to ask, but which may be beyond his reach.

He conceived that nothing but the inexhaustible thirst for knowledge which is imparted in human nature, enables children to sustain their interest in study, when the elements are imparted to them in the manner they are. Could anything be conceived less attractive than the learning of those twenty-four signs which are called letters, and to combine them into syllables, and then into words; and all taught in the most mechanical and hum-drum way, as if there was no sense in it! And yet, there is a deep sense in it, and there is, in those very letters, material for the most attractive and instructive information, if it were only in the head of the teacher when he has to impart it. Let him show his young pupils how men have learned to write their thoughts in words; how the art of writing was invented; in what way it was done in the beginning; how it has been shortened in its operations, which are

\* Deceased since this was penned.

now so rapid that the writer follows the words of the speaker with as great certainty as if he saw them already written, and had only to copy them; and then the child will be eager to emulate that, and will be ready to avail himself of the advantages which a possession of the art will give him over those who have it not.

But then, I say in order to create this interest in the child, it is not sufficient that he be taught mechanically, that such a figure is A, and that B, and C, and so on, but he is to be shown how men came to write the letters in that way, and that the letters are only syllables to express thoughts, and that the earliest and simplest ways of representing these thoughts was by showing objects as they are. I have been a teacher since I was fifteen years of age, and I am a teacher now, and I hope I shall be a teacher all my life. I do love to teach, and there is nothing so pleasant to me as to develop the faculties of my fellow-beings who, in their early age, are intrusted to my care, and I am satisfied that there are branches of knowledge which are better taught without books than with them; and there are some cases already so obvious that I wonder why it is that teachers always resort to books when they would teach some new branch in their schools.

When we teach music, we do not learn it by rote, we do not commit it to memory, but we take an instrument and learn to play upon it. When we would study natural history, instead of books let us take specimens—stones, minerals, crystals. When we would study plants, let us go to the plants themselves, and not to the books describing them. When we would study animals, let us observe animals; and when we would study geography, let us not resort to maps and text-books, but take a class of children and go into the fields, and look over the hills and valleys, the lakes and rivers, and learn that a knowledge of the earth consists in knowing what mountains and hills there are, what rivers flow, what are the accumulations of water and the expanse of land. And then, having shown them that land, let us show them a representation of what they know, that they may compare it with what they have before them, and tell them that that is the way in which the things they have seen may be represented, and then the maps will have a meaning for them. Then you can go to maps and books, but not before you have given them some hints as to what these things mean, and what east, west, north and south are; not merely by representing them by the letters E., W., N. and S. upon a square piece of paper, with all sorts of dots upon it, one representing Spain, the other France, the other England, the other the United States, which in their estimation have about the size of the piece of paper on which they have learned it.

I well remember that when I was a teacher at Neufchatel, I objected to this mode of teaching geography in our schools. I was satisfied it could be done otherwise, and I asked that I might have a class of the youngest children who were admitted to the school, and teach them in another way. The Board of Education would not grant me leave, and I resorted to another means. I took my own children, my oldest, a boy of six, my girls, children of four and a half and two and a half years, one hardly capable of walking, and invited the children of my neighbors. Some came upon the arms of their mothers, others were able to walk by themselves. I took these young children upon a hill above the city, and there showed them the magnificent crescent of the Alps standing before them, their peaks piercing the clouds, and told them how far away they were, then pointed to the hills between these, and the lake at our feet: and when they had become very familiar with all these, and enjoyed the beautiful scenery, I took from my portfolio a raised map, in which the natural features of the country are attempted to be imitated, in pasteboard, and turning them away from the scene, I showed them everything represented on a small scale, and they recognized the very

peaks they saw before them; they saw the lake which was spreading before them as a blue spot upon that map; and so they learned the meaning of maps, and afterwards could appreciate the map which was not even raised, but only with black and white marks representing the same features. From that day, geography became no longer a dry study, but a desirable part of their education.

I have undertaken to address you upon the desirableness of introducing the study of Natural History in our schools, and of using that instruction as a means of developing the faculties of children and leading them to a knowledge of the Creator. Natural History, I have already said, should be taught from objects and not from books, and you see at once that this requires teachers who know these objects; not only teachers who can read and say whether a lesson has been committed faithfully to memory, but they must know these objects before they can teach them, and they should bring these objects into the school, and not only exhibit them to the scholars, but place them in the hands of each scholar.

Some years ago I was requested by the Secretary of the Board of Education to give some lectures on Natural History to the teachers in different parts of the State, in those interesting meetings which are known as Teachers' Institutes. I had been asked to give some instructions upon insects, that the teachers might be prepared to show what insects are injurious to vegetation and what are not, and be the means of imparting that information to all.

I thought the best way of answering the call was, to place at once an object of this kind into their own hands, for I knew that no verbal instruction could be transformed into actual knowledge; that whatever I might say would be carried away as words, and not as the impression of things, and what was needed was the impression of things. Therefore I went out shortly before the exercises commenced, and collected several hundred grasshoppers and brought them into the room, and having first etherized them, so that they should not jump about, I put one of them into the hands of each teacher. It created universal laughter. It appeared ridiculous to all. But, I have the satisfaction of saying that the examination of the objects had not been carried on long before every one became interested, and instead of looking at *me*, they looked at the thing.

At first I pointed to things which could not be easily seen. They said, 'these things are too small to be seen.' I replied 'Look again,' and learn to look, for I can see things ten times smaller than those to which I have called your attention; it is only want of practice that renders you unable to see them.' The power of the human eye is very great, and it is only the want of practice which sets such narrow limits to its powers.

Having examined one object, take another which has some similarity to it, and analyze its parts, and point out the differences between that and the object examined before, and you are at once upon that track, so important in all education, which consists in comparison. It is by comparison that we ascertain the differences which exist between things; it is by comparison that we ascertain the general features of things; and it is by comparison that we reach general propositions. In fact, comparisons are at the bottom of all philosophy, and without comparisons we never can generalize; without comparisons we never get beyond the knowledge of isolated, disconnected facts.

Now, do you not see what importance there must be in such training—how it will awaken the faculties and develop them—how it will be suggestive of further inquiries and further comparisons? And as soon as one has begun that sort of study, there is no longer a limit to it. In this way, we can become better acquainted with ourselves, we can more



fully understand our own nature and our own relations to the world at large. We can learn how we are related to the whole animal kingdom, if we once begin that comparison. At first it might seem difficult to find any resemblance between man and a quadruped, or between the quadruped and birds, or between birds and reptiles or between reptiles and fishes; and if we were to attempt to compare a fish with man, the very idea would seem preposterous; and yet the two are constructed upon the same plan; the same elements of structure which we may trace in the fish are presented again in man, only in a more elevated combination; and it may be shown, in the simplest way, that there is a plain gradation leading up from the fish to the noble stature of man. And these comparisons are the best means of developing all our faculties, because they call out not only the powers of observation, but also the ability of the mind to generalize and at the same time discriminate. They call out, in fact, all those abilities which distinguish one man from another, which give men power over other men—the ability of discriminating judiciously and of combining properly—the ability of ascertaining the differences as well as the resemblances. The one constitutes the art of observing; the other constitutes the art of philosophy, the art of thinking.

The difficult art of thinking can be better fostered by this method, than in any other way. When we study logic, or mental philosophy, in the text-books, which we commit to memory, it is not the mind which we cultivate, it is memory alone. The mind may come in, but if it does, it is only in an accessory way. But if we learn to think by unfolding thoughts ourselves, from an examination of objects brought before us, then we actually learn to think, and to apply this ability to think to the realities of life.

It is only by the ability of observing for ourselves that we can free ourselves from the burthen of authority. As long as we have not learned to settle questions for ourselves, we go by authority, or we take the opinion of our neighbor;—that is, we remain tools in his hands, if he chooses to use us up in that way, or we declare our inability to have an opinion of our own. And how shall we form an opinion of our own otherwise than by examining the facts in the case? And where can we learn to examine facts more readily than by taking at first those facts which are forever unchangeable, those facts over which man, with all his pride, can have no control? Man cannot cause the sun to move in space, or change the relations of the members of the solar system to each other, or make the seed to sprout out of its season, or make the oak produce apples. Man must take the phenomena of nature as they are; and in learning this, he learns truth and humility. He learns that what exists in nature is true, and to value truth, and that he must bow to what is,—to what he can not change in the nature of things. But, at the same time, he learns how to ascertain what things are; and how they came to be; and while he learns that, he acquires a power which can never be lessened, but which is ever increasing in proportion as his opportunity for further observation is increased.

It is only by the development of all his faculties that we can make man what he may be; it is only in giving to his mind the food which will nourish all his faculties, that we accomplish this end. If we only cultivate the imagination, the taste, the memory, the culture of the senses is neglected, the ability of observing is neglected, and all those abilities which man may acquire by the culture of his senses, by the art of observing, are left untrained.

The reason why we so frequently see scholars who do not do well in school is because their abilities lie in another direction from that which suits others; it is because one great element is left out of the system of education—that which appeals to the senses, to the power of ob-

servation—that which requires activity and manipulation; and while only the imaginative faculties and the memory are cultivated, which will suit some minds perfectly, and be the very food they want, others are left starving for the want of the food which their nature requires.

I say, therefore, that in our age, when the importance of the study of Natural History is so manifest, by its many applications to the wants of man, I would add that one means of culture to our system of education, and add it as soon as it is possible to educate the teachers who may be capable of imparting the information; and that can be done easily by following the same wise method which has been followed in the introduction of every other branch. How was it when Physical Geography was introduced into our schools? One man went about from school to school to give instruction in that branch.

He had his pupils, and those pupils are now teachers. Do the same thing now. Select a few men who have the aptitude and the practical skill to teach, and let them go forth, to the Teachers' Institutes at first, and then into the schools. Let them show what can be taught, and very soon the information will spread abroad, the ability to teach will be acquired, and in a few years we may have a system of education embracing that important branch that is wanting now, and which I believe to be really one of the most important additions which can be made to any system of education.

---

From the Alabama Educational Journal.

### THE ART OF SPELLING.

---

How frequently do we hear teachers complain of the difficulties they experience in getting pupils to write compositions: yet we more frequently hear the pupils (particularly in our female academies) wish most cordially that compositions had no existence under the sun. Various are the subterfuges resorted to for escaping this portion of the school duty. One has not felt well (inclined to write we presume) since the last school day. Another has written a long one and forgotten to bring it; and moreover, continues to forget for a whole week. The teacher cannot understand how it happens that he brings his dinner and forgets his composition. "Buddy," or "Sis," has torn the composition of another. Many teachers could tell of scores of such excuses as these. Some good boys bring compositions regularly; they would not tell a story—bless them—not they indeed. But the cruel teachers see, in that composition of G. W. Brown or Cæsar Augustus Smith, (teachers never have doubts in reference to young ladies compositions) the ideas of old man Brown, or Smith, and only the spelling and writing of George Washington and Cæsar Augustus. Teachers are a most provoking set.

Well, what do you mean when you tell a boy to have a composition by Monday? Do you expect a diplomatic paper in the style of Webster or Calhoun? A scientific essay on Astronomy, Geometry, or any other science after the concise and logical method of Loomis? A romance, or a poem, that would equal Bulwer's last or Byron's best production? Surely you do not. You expect only the ideas of a youth, of ten or twelve, on some subject with which you suppose him well acquainted: as for example, the cultivation of corn, cotton, peas, potatoes, or cabbages. Perhaps it would be very well to require the young ladies



to write out a minute account of the method of cooking hominy, making butter, &c. If you expect much more than this from *them*, you are doomed to be disappointed.

The writer, however, has thought this long time that to require from a student, who cannot write a legible hand, and without the aid of a dictionary, spell at least ninety nine out of every hundred words in common use, to require from such a one a composition on any subject at all, displays as much wisdom as to require a negro to plow or hoe a field of corn without giving him, at the same time, a plow or a hoe. The old scholastic maxim, or axiom, *Nemo dat, quod non habet*, is not less true in rhetoric than in morals or physic. Can a boy express ideas which he has not? If he has the most distinct ideas on any subject, and if, at the same time, he does not possess the signs by which the ideas may be expressed, how can he express them? But suppose he has most distinct and vivid ideas, and also a knowledge of the signs by which they are expressed, but yet no practice in the use of these signs, is he not justly to be compared to a raw apprentice in a cabinet-maker's shop? Does he not need practice in using these great materials for composition—ideas and their signs? Without practice, he will be as befogged as was a young lady of our acquaintance, when she requested her "dear friend" to return her "ryng," yet this young lady had been three years in college.

But, let us suppose the boy has very distinct ideas of his subject. Let us now see what might appear to some persons a good method of enabling him to express them on paper, with accuracy. We shall first premise that of the eighty thousand words which Webster's dictionary contains, not more than twenty thousand are used in the ordinary transactions of life. Of these, a great number is composed of primitives and derivatives, which may be spelled very easily by any person well drilled in the "Rules of Spelling," found in nearly all our school grammars, in the part that treats of Orthography. Suppose we try five or six of them.

1st. Monosyllables and words accented on the last syllable, ending with a single consonant preceded by a single vowel, double the final consonant before an additional syllable beginning with a vowel.

2d. But when a diphthong, consonant, or double vowel precedes, or the accent is not on the last syllable, the consonant is not doubled.

3d. Silent *e* is omitted before terminations beginning with a vowel.

4th. Words ending in *y*, preceded by a consonant, change *y* into *i* before an additional syllable.

5th. Monosyllables ending in *f*, *l*, or *s*, double the final consonant.

6th. Words ending in any other consonant that *f*, *l*, or *s*, do not double the final letter.

We now take the English primitive words *grin*, *trap*, *remit*, and the prefixes and suffixes, *un*, *ing*, *er*, *ed*, *en*, *ance*, &c. From *grin*, and the suffixes we obtain, according to the first rule, *grin-ning*, *grin-ner*, *grin-ned*, *grin-ningly*. From *trap*, we get *trap-per*, *trap-ped*, *trap-ping*, *entrap-ped*, *entrap-ping*, &c. From *remit* we get *remit-ter*, *remit-tent*, *remit-ting*, *remit-ted*, *remit-tance*, *remit-tingness*, *unremit-ting*, *unremit-ted*, *unremit-tingly*, &c.

By the 2d of these rules, and also the suffixes, we derive *mock-ing*, *mock-er*, *mock-ingly*, *mock-ery*, *mock-ed*, &c., from the word *mock*.

According to the 3d rule, we form *slav-ish*, *slave-ry*, *slavish-ness*, *en-slav-ed*, *en-slav-ing*, &c., from the word *slave*.

From the 4th rule, and the word *happy* with the suffixes and prefix *un*, we derive *hap-pi-ly*, *hap-pi-ness*, *hap-pi-est*, *un-hap-pi-ly*, *un-happi-ness*.

By means of the 5th rule we learn how to spell such words as *small*, *mill*, *spell*, *grass*, *staff*, *gaff*, &c.

The 6th enables us to decide at once, whether *bar*, *tar*, *far*, and

many others, have but one *r*. Moreover, we may sometimes, nay, very often, apply two of these rules; one to the primitive, the other to form the derivatives. We know, by means of the 6th rule, that *fop*, for example, is to have but one *p* in it, and from the 1st we know that the *p* is doubled in *fop-pish*, *fop-pery*, *fop-pishly*, &c.

Some of these rules have some few exceptions, which are laid down under them in the grammar. The writer of this thinks that these and some others, amounting in all to twelve rules, will enable us to spell the present participle of the verbs, the past tense and perfect participles of regular verbs, the plural of most nouns, the comparative and superlative of nearly all adjectives, and besides, a large number of other derivatives, and monosyllables; we may assert, with safety, that nine-tenths of the words we commonly use, can be spelled accurately and promptly by means of these rules, and the prefixes and suffixes. This assertion may surprise some persons, *sed usus te plura docebit*. These facts have forced on my mind the conclusion that the best (at least a very good) method for teaching children and older persons to spell, would be to get them to memorise the "Rules for Spelling" as soon as they can read intelligently. Then give them a week's drilling on each rule; then let them go through the spelling book and exercise them on all the rules as they go on. Now let us take the word *baker*, the first dissyllable he meets. Can we not form this word from *bake* and the suffix *er* by the third rule given above? May not *poker*, *pacer*, *racer*, *bony*, *shady*, *limy*, *slimy*, and many others be formed in a similar way? Some one may say these words are easy without any rule. Well, possibly they are, but do you not sometimes find compositions in which such words as *abated*, *rated*, are spelled *abate-ed*, and *rate-ed*? If so, had we not better have a rule, and even a little drilling besides? By this method, the *judgment* and *memory* are exercised early in youth. I have pursued a course similar to this for several years, and with great advantage to my students. I wait, however, till they are able to write before I commence it.

Allow me to give you a specimen of the *modus operandi*. Suppose the boys A, B, C, D, E, F, and G, are all able to write tolerably well. I tell them to memorise the first rule given above. They memorise it. All then come up with their slates and pencils, recite the rule and sit before me on a bench. I have a collection of exercises written out on paper for illustrating each of the rules. Suppose that, for illustrating this rule, I read and they write the following lines:

"How does the water come down at Ladore?"

Dripping, and skipping, and hitting, and splitting, and running, and stunning, and dinning, and spinning, and dropping, and hopping, &c.

The boys A and G, B and F, C and E, exchange slates, and the teacher takes his slate from D who is left without a slate. Then comes the following dialogue:

*Teacher.* Read that second line, B.

*B.* Dripping, and skipping—

*T.* How many *p*'s in dripping?

*B.* Two.

*T.* Why two?

*B.* Drip is a monosyllable, ending in a single consonant, preceded by a vowel, and therefore doubles the final consonant *p*, by Rule 1st.

The same rule will do for the other participles in the lines written above. Let us now suppose that the second rule given above is the subject of the lesson, and that for exercising on it, I read for them—

"The cataract-strong, sinking and creeping, collecting and speeding, plumping and thumping, &c."

This time, A and D, B and C, E and G, exchange slates; T. takes F's. Then comes the dialogue as before:

- T. You, D, read.  
 D. The cataract-strong, sinking and—  
 F. Spell sinking, F.  
 F. S-i-n-k-i-n—  
 T. Why not two *k*'s?  
 F. The *k* is not preceded by a single vowel. Therefore, *k* is not doubled—Rule 2d.  
 T. Read, D, the next words.  
 D. Creeping—  
 T. Creeping—spell creeping, F. How many *p*'s in it?  
 F. Two, sir.  
 T. Why two?  
 F. Monosyllables and words, &c.  
 T. Is that rule the correct one, C?  
 C. No, sir. That *p* is not preceded by a single vowel.  
 T. What, then, is the rule?  
 C. Rule 2d. But when a diphthong, consonant, or *double vowel*, &c.  
 I hope this much will explain the *modus operandi* sufficiently.

A boy should be drilled for thirty minutes, every day, for a week, in each of these rules. In case one of a class should miss a few days at the start, it is always better to let him leave the class than to be a drawback on its progress. If there be a weak member in the class, make him do all the spelling and reading every day for a week or so. If he be not a match for the others in that time, let him leave. Then promiscuous examples on all the rules. They exchange slates for two causes; one is to become accustomed to reading the writing of other persons; another is, that when called upon to read, they may not have time to correct their errors, and thereby conceal mistakes.

If, at this time, they miss but *very few* words, let them go again through Webster's Spelling Book, and as they go along practice them on the rules. This is done by requiring them to form several of the derivatives in each lesson. Put them through the slate exercises again, and by this time they will be able to EXPRESS IDEAS if they have them.

It is a well known fact that we are not so apt to forget what we *see* as what we *hear*; we are less apt to forget what we both *hear* and *see*; we are *far less* apt to forget what we have not only seen and heard, but *constructed with our own hands*. But, by pursuing this course, the pupil not only hears but even sees; not only sees, but constructs his words. And frequently, after seeing, hearing, and constructing, he *re-hears* the word and thoroughly examines its construction. Words studied in this manner ought to be indelibly impressed on the mind. The Romans said, *litera scripta manet*. If this be a fact, these words ought to be immovable. If any be inclined to find fault with this plan, by which the *eye* assists the *ear* so much, I only say

Si quid novisti rectus istis  
 Candidus imperti, si non, hic utere meum.

---

VALUE OF PHYSIOLOGICAL KNOWLEDGE.—Every person should be acquainted with the organization, structure and functions of his own body—the house in which he lives. He should know the conditions of health, and the causes of the numerous diseases that the flesh is heir to, in order to avoid them, prolong his life, and multiply his means of usefulness. If these things are not otherwise learned, they should be taught—the elements of them, at least—in our primary schools.—Dr. Combe.

## BAD SPELLING AND ITS CONSEQUENCES.

Some years ago a teacher presented himself as a candidate for the mastership of a school, of which the salary was fifteen hundred dollars. His qualifications were deemed satisfactory in all respects, *except in spelling*. On account of this deficiency he was rejected. See, now, what ignorance in this elementary branch cost him. In ten years his salary would have amounted to fifteen thousand dollars, throwing out of the calculation the increase which, by good investment, might have accrued from interest. Besides, the salary of the same school has since been advanced to two thousand dollars. But he might have remained in this position twice or three times ten years, as other teachers in the same place have done, and that large amount might, consequently, have been increased in proportion.

A gentleman of excellent reputation as a scholar was proposed to fill a professorship in one of our New England colleges, not many years since; but in his correspondence so much bad spelling was found, that his name was dropped, and an honorable position was lost by him. The corporation of the college concluded that, however high his qualifications as a professor might be in general literature, the orthography of his correspondence would not add much to the reputation of the institution.

A prominent manufacturer, in a neighboring town, received a business letter from an individual who had contracted to supply him with a large quantity of stock; but so badly was it spelled, and so illegible the penmanship, that the receiver found it nearly impossible to decipher the meaning. An immediate decision must be given in reply; and yet so obscure was the expression that it was impossible to determine what should be the answer. Delay would be sure to bring loss; a wrong decision would lead to a still more serious result. Perplexed with uncertainty, throwing down the letter, he declared that this should be the last business transaction between him and the writer of such an illiterate communication; "for," said he, "I am liable to lose more in this trade alone, than I can make in a lifetime of business with him."

A gentleman who had been a book-keeper some years, offered himself as a candidate for the office of secretary to an insurance company. Although a man of estimable character, possessed of many qualifications, he failed of being elected because he was in the habit of leaving words misspelled on his books. The position would require him to attend to a portion of the correspondence of the office, and it was thought incorrect spelling would not *insure* the company a very excellent reputation for their method of doing business, what ever amount might be transacted.

Inability to spell correctly exposes one to pecuniary loss. It is, moreover, an obstacle to advancement to honorable stations. Such instances as those recited above are satisfactory proofs; but that this defect in one's education is productive of mortification and mischief, is illustrated by the following actual occurrences:

A young teacher had received assistance from a friend in obtaining a school and wrote a letter overflowing with gratitude to his benefactor, but closed it thus: "Please *except* (accept?) my thanks for your kind favors in my behalf."

Another individual addressed his friend thus: "My dear *cur*" (sir?)

So, in the one case, the grateful emotions of a young man are nullified by a solitary perverse word; in the other, the writer unwittingly applies to his friend the epithet which the follower of Mahomet uses, when he

would degrade his Christian neighbor to the lowest point his language will admit.

We were about to write a brief homily on the science of spelling as a coda to the foregoing, but for the present refrain, with a hope that a few cases like the foregoing will awaken attention to the importance of the subject, and we can expend our logic to better advantage hereafter.

In the mean time, we invite everybody to furnish facts, *veritable* facts, tending to the same point, the accumulation of which will carry with them a weight not easy to be resisted. A. PARISH.—*Connecticut Common School Journal*.

---

### FRANKLIN GLOBES.

---

The following article appeared in the *Reporter*, Washington, Pa., and is a voluntary testimony to the importance of the use of Artificial Globes. It is from the pen of I. H. LONGDON, Esq., Superintendent of Schools for Washington county:

THE FRANKLIN GLOBES AND GLOBE MANUAL.—*Important aids to the study of Geography and Astronomy.* Troy, N. Y.: MOORE & NIMS.—We desire, in this article, to call the attention of our Directors and Teachers to the importance which attaches to Globes, in imparting correct and well defined ideas of Geography and Astronomy. In our humble practice, as a Teacher, we very often experienced the need of just such assistance, as the Globe and Manual render, in endeavoring to teach our pupils the theory of the earth's sphericity—diurnal and annual motions—inequalities of day and night—changes of seasons—latitude—in fine, *everything* pertaining to Mathematical Geography. And we presume all our Teachers, who have instructed in this department of science, have felt the necessity of a practical guide to the illustration of these principles and phenomena. The idea that a child forms of a globe, on being pointed to a map of the world as its representation, is certainly vague and inaccurate. That the knowledge of the earth's roundness in all directions,—the latitude and longitude of places—the relative situations and distances of countries with respect to each other, &c., as learned from maps, must be indefinite, will become apparent, when we consider that the surface of the earth is a *curve* instead of a *plane*. And it should not be forgotten that these false and erroneous impressions made upon the mind in youth, are not easily eradicated in after life. It seems to us that the practical utility of the Globes and Manual, is not appreciated as it should be, by those to whom the educational interests of our youth are committed. It is a notable fact, that all the European schools are furnished with these important—nay, invaluable—aids to the study of the sciences upon which they treat. And, indeed, few families are without them—in fact, none of refined taste and high intellectual culture. In this country, there is no end to Geographies and Atlases, while it is a very rare thing to find a Globe in any of the schools of our land. The most remarkable feature of the case is, that by the proper use of the Globes in the hands of the intelligent Teacher, *more* can be learned by the pupils of the school in *two or three weeks*, than in as many years without them. In every other department, more than in education, we are a practical people—proverbial for our time-saving inventions. If we are building a house, ship, railroad, or any other work of art, we are impatient until the structure is completed, and call to our aid every kind

of machinery that will enable us to "go ahead" and accomplish the most in the shortest time. Now, why not observe the same economy in educating our children? Certainly, it cannot be that the period of youth is so extensive that much of it may be wasted, and no loss be sustained. No one will maintain this absurd proposition. It is admitted on all sides, that youth is the only proper season for the formation of mind, morals, habits and character; hence, the necessity for improving it to the best possible advantage. It is, then, passing strange, when we open our eyes and look facts in the face, that the pupils of our schools are required to plod on for years in a course of bewildering study, which might be abbreviated to a few weeks, and made in the highest degree interesting and intelligible. But, apart from this important consideration of *time*, the Manual will enable the pupil to solve a greater variety of useful and intricate problems, to which maps can never furnish an answer. The hour being given to find what hour it is at any other place—to find the sun's declination, and where it is vertical at any given hour—to ascertain where the sun is rising or setting—when it is noon or midnight—to determine the sun's meridian altitude—to find all places at which an eclipse of the moon is visible at any instant of time, and many other equally curious and instructive problems, may be accurately performed in a few minutes by reference to the Globes and Manual. We opine it is scarcely necessary to intimate that the solution of such problems, when so easily performed, is admirably designed to awaken the interest, energies, and ambition of the youthful inquirer after knowledge. All who have been employed in cultivating the germs of intellect, agree that the mind most readily grasps the truths of science when presented to the eye. The sense of sight furnishes the shortest and most direct avenue to the mind's inner chambers. Hence, the difficulty experienced, especially by children, in acquiring an abstract knowledge of science. And the only way in which this difficulty can be overcome, is to employ some means of exhibiting the truths and principles of science in a tangible and practical manner, before requiring an abstract and rigid analysis of them. It is by following out this plan that some of our Teachers are so much more successful than others in teaching Arithmetic, Grammar, Geometry, &c. Elementary cards, diagrams, geometrical solids, &c., and the ability to use them, have accomplished, in a few months, the work of years without such aid. We welcome the day as dawning, when the schools of our country will all be furnished with Globes, as they now are with outline Maps. The Directors of Somerset District have already moved off in this direction. Their twelve schools have, each, been supplied with a ten-inch Globe and a Manual. The Manual of itself, is a first rate text-book on Geography and Astronomy. It is a cheap little volume, containing about seventy-five pages, and exhibits in a beautiful, consistent and well arranged manner all the important principles of these sublime sciences. We hope all our Teachers will avail themselves of an early opportunity to see this work and investigate its merits. Let light and knowledge cover the land.

---

Dr. Paul B. Du Chaillu, of Philadelphia, is traveling in Africa. During the last three years he has traveled there over 4,000 miles, mostly south of the equator. His object is the study of Natural History; he has collected during this (his second) visit more than 2,500 specimens of birds and 250 of quadrupeds, among which are many before unknown; most of these he has sent to the Philadelphia Academy of Sciences.



From the Illinois Teacher.

PUBLIC FREE vs. ENDOWED AND PRIVATE SCHOOLS.

In visiting various schools, we have been struck with the fact, that while the teaching in our free schools is unsurpassed by that in the endowed and better class of private schools, in fact, is generally less satisfactory in the latter than in our leading graded schools, the influence of these endowed and private schools is more generally acknowledged in the community. It appears at first glance very strange that while men and women whose position is gained by any thing but skill in teaching are too often in the endowed schools, while professional teachers are found in many of our public free schools, and, so far as other things are equal, have thus a great advantage over the others; it appears very strange, we say, that the endowed or well-established private school should have a strong, guiding influence on the community at large, while the better-taught (so far as the text-books go) public school by its side fluctuates greatly in its influence, and can scarcely be said to command the permanent regard and respect of the people. The explanation is ready when we take a closer view. There are various reasons, but two stand prominent.

First, the greater permanency of teachers in the endowed and best private schools. A man who is chosen Professor in a college may usually remain till worn out in the service, and then retire with honor to spend the days of advanced age in the enjoyment of the social blessings that have sprung up around him. His brother or classmate, of equal standing, takes charge of a public High School, enjoys popular applause for a few months, and as soon as the *huzzaing* dies upon the ear, the school-officers forget that men do not constantly strain their lungs to applaud what they like, and discharge the Principal to obtain another, whose advent is hailed with a fresh shout; and so the process is repeated, till the individual is driven out of the public schools or earns an unenviable reputation as an itinerating pedagogue. The case is not overdrawn. We are familiar with the arrangements in most of the first-class endowed institutions in the State, and with those in a large number of the public schools. We now recall no change in the endowed schools within the past few months which has not been at the choice of the teacher. One or two ladies have resigned from ill-health or for a change of name; one or two gentlemen have changed their positions during the same time. We find in these institutions those who have held positions as teachers in the same institution for five, ten, fifteen, twenty, and, in at least one instance in Illinois, *thirty* years. Turn to the public free schools. Many stay one whole year, some stay two years, a very few three, and only here and there one five, in the same school. It is worthy of record, as a fact whose parallel we think is not in Illinois, that the present Superintendent of Public Instruction in this State was at the head of the same large public free school *eight* years. The advantages of permanency are well illustrated in the history of the man and of the school which he presided over. The larger part of the changes are made without the choice of the teachers. We have in mind twelve changes of principals for six months, ending October 1, 1859, *nine* of which we know to be involuntary, two voluntary, and one we are not informed about. If we consider the assistants, we shall find individuals who have been disturbed less frequently than principal teachers, but we shall find general instability even worse than in case of principals. A leading public school man said to us, "I want no assistant employed for more than one quarter at a time." He had thirteen assistants in

the schools with which he was connected. Incessant change is the rule. In speaking of changes in public schools, the larger cities should be named as approaching our private and endowed institutions in permanency. In Chicago, Peoria, and Rock Island, there is more effort for permanent organization. So there is in some other cities; but these take the lead in Illinois.

The second reason we notice for such predominating influence is single institutions not connected with the free school system is the greater attention paid to securing teachers of *moral* strength, of *Christian* principle. There are private institutions in this State whose only salvation lies in the controlling moral power of the teachers. They are organized under such a such a system, that with unprincipled teachers in charge, no good, but great positive evil, would come from them. For our own part, we would rather have an earnest, enthusiastic man or woman of high-toned principle, who is ignorant of things to be learned in a professional teacher's school, than one who, with all the professional training to be had in the best Normal School, is unprincipled, a frequenter of drinking-shops and gambling-houses. Who thinks of seeing a College President or Professor, or a Principal or Teacher of a Seminary, swearing big, round oaths in a beer saloon? Can you not recall cases in which *free school* teachers are publicly known to be in places where a larger part of his patrons would regret to see their sons or their daughters? A year ago, a principal who made it an essential point to preserve his moral standing was displaced to make room for a man who used no devotional exercise in his school, who occasionally "took a spree," and had no respect of the church-going part of the community. A few days ago, at an excited school meeting, a citizen remarked, "They have a better school in District No. —, if the teacher is drunk twice a week." In private conversation we heard not long ago, "They have a first rate school at —, though I expect, out of the school-room, — isn't much of a man, and doesn't walk very straight." As if it were of more importance to communicate facts in Geography or Arithmetic, Grammar, Philosophy or Physiology, Chemistry and Botany, than to train mind in habits of integrity, sobriety, liberality, and high toned morality!

Now, friends, the public free schools are to be the sources from which the great multitude of the people must gain their education, so far as educated at all. What is our duty? To turn our backs upon the public free schools, because of the disadvantages now connected with them, or manfully exert ourselves to preserve their present advantages, adding to them those to be obtained from the employment of *permanent* teachers of *unimpeachable morality*? We unhesitatingly answer, the latter. Then we shall see other advantages to be added. The man who is hostile to public free schools is unjust to himself, unjust to the community, and in opposition to a tide he can not stem. The question is no longer, "Shall we have free schools for the million?" but, "Shall the free schools be training youth properly for citizenship and immortality, or shall they train youth for selfishness, vice, crime, and ruin?" No man who claims to be a philanthropist can, at this day, afford to stand aloof from the public free schools, even though he may be called to labor more directly for other educational interests.

Y.

---

PHYSICAL EDUCATION.—Great attention is now being paid to this subject throughout the country. The Gymnasium is being introduced into very many schools, and in cities has in several instances supplanted military companies.

## JEFFERSON COUNTY TEACHERS' ASSOCIATION.

The Jefferson County Teachers' Association was organized June 4, 1859, under very unfavorable circumstances. A few persons met at the courthouse in Hillsboro', among whom were G. E. Needham, E. A. Ford, Burr Fisher, E. W. Libbey, J. L. Thomas, Francis Hagan, and Abner Green, who determined to organize a Teachers' Association, believing that the difficulties to be overcome could not counterbalance the good to be derived from such an Association. A constitution and by-laws were adopted, when the following officers were chosen to act until the close of next meeting, which should be held at De Soto: For President, ABNER GREEN; for Vice-Presidents, W. W. SOMERS, ISAAC SULLEN, JOHN STROUP, P. McCULLOCK, J. B. DOVER, IRA BECKET, FRANCIS HAGAN, THOMAS BURNS, JAMES R. ENGLAND, WM. L. McMASTERS, GEORGE PERKINS; for Treasurer, J. L. THOMAS; for Secretary, G. E. NEEDHAM; for Committee of Arrangements, E. A. FORD, G. E. NEEDHAM, and BURR FISHER.

Pursuant to adjournment, the Association met at De Soto, on the 1st of September, Abner Green in the chair. Prof. J. L. Tracy was then introduced to the audience, and opened the exercises with prayer.

After preliminary business, such as appointing committee, reading communications, &c., Abner Green addressed the audience. His speech was sound, and calculated to interest and benefit all who heard it. The audience manifested their approbation of it in a vote of thanks.

During the afternoon session, Francis Hagan delivered an interesting address on the subject, "What we owe to Teachers, and what they owe to us," which was highly lauded, and for which the audience tendered him a hearty vote of thanks. Association then listened to an oration on "Elocution and Oratory," by E. A. Ford, who closed his speech by giving a medley of examples to illustrate the different passions.

Prof. J. L. Tracy then came forward, and in his own inimitable and pleasing manner addressed the Association for about one hour. His address was captivating and interesting, as was manifested by hearty cheers from the Teachers as he progressed, and the unanimous vote of thanks as he sat down.

The Association then listened to some miscellaneous reading by different Teachers present, and adjourned for the evening.

The fore part of the evening was occupied by a miscellaneous debate among the Teachers, after which A. G. Hale addressed the meeting on "Normal Schools and Teachers' Association." His speech was highly appreciated, and it called forth a cheering vote of thanks. This was followed by the play of "King James and Rhoderic Dhu," by G. E. Needham and E. A. Ford. The exercises of the evening closed with a comical stump speech, by E. A. Ford, which kept the audience in a roar during its delivery, and sent them "on their way rejoicing."

The morning session of the second day was opened with prayer by Prof. Tracy, who, after the transaction of a little miscellaneous business, proceeded to lay before the Association a plan for organizing an Educational Fair in Jefferson county. He closed his remarks with many good suggestions, and then to our deep regret took his leave. An essay was then read by G. E. Needham on "The Geographical Distribution of Mankind," followed by one from John Holmes on "Primary Schools," which were deserving of praise, and received the applause of the meeting in a vote of thanks.

Following these was an address by John L. Thomas on "The Mind and its Powers," which subject was ably and admirably handled. The address was rhetorical and logical, and, with the earnestness of the speaker, commanded the attention of the assembly, as they listened with interest and admiration. The approval of the hearers was announced in a hearty vote of thanks. A few miscellaneous pieces were then read and declaimed by Ford, Needham, and Holmes, when the Association adjourned for dinner.

The afternoon session was opened by an extemporaneous speech, by James Beal, on "Literature," which demanded and received the hearty approbation of the audience, in an unanimous vote of thanks. Following this was an oration by Burr Fisher on "Gambling." The subject was well handled, and the thanks of the audience were tendered him in a hearty vote.

The regular business of the meeting being closed, the Association proceeded to miscellaneous business, and unanimously adopted the following resolutions, as presented by the committee:

*Resolved*, That we approve the course of the State Superintendent, in recommending a uniformity of text-books in the schools of Missouri, as a means of economy to parents, and of advantage to pupils, and that we will use our influence to carry the principles of his recommendation into practice, in the schools of Jefferson county.

*Resolved*, That a committee of three be appointed, with the President of this Association as its Chairman, whose duty it shall be to present a memorial to the General Assembly of the State of Missouri, from such members of the Association and such citizens of the county as will sign it, praying that body to establish a Normal School, for the instruction and preparation of the Teachers in this State.

*Resolved*, That we heartily congratulate Prof. J. L. Tracy, of Jefferson City, upon the success of his efforts in the cause of education, and return him our warmest and most heartfelt thanks, for his visit and labors among us.

*Resolved*, That the Missouri Educator, published at Jefferson City, is a work of highest literary merit, calculated to effect much in the noble cause of education, and that its proprietor, who has undertaken a work which conduces so largely to the educational interests of the country, well merits our warmest gratitude and patronage, and that this Association will use its best endeavors to sustain it and extend its circulation.

*Resolved*, That any system of education which does not provide for the instruction of Teachers in the responsible duties of their high calling is materially defective.

*Resolved*, That we deem Teachers' Associations, when rightly conducted, of great utility and benefit in advancing the cause of education, and regard such Associations as one of the best means of raising the standard of teaching, and of exciting all to higher aims and attainments.

*Resolved*, That we approve of the plan suggested by Prof. J. L. Tracy, for the establishment of an Educational Fair for Jefferson county, and that we will use our utmost endeavors to organize the same, and connect it with this Association.

*Resolved*, That a committee of three be appointed at this meeting, whose duty it shall be to revise the constitution and by-laws of this Association, and to add thereto all such amendments and enlargements as may be necessary to organize a Jefferson County Educational Fair, which committee shall report at the next regular session of the Association.

*Resolved*, That a committee of three be appointed, whose duty it shall be to collect money for the purpose of buying prizes for distribution at the first session of the Educational Fair, and also to correspond with Prof. J. L. Tracy, with regard to getting questions printed for the examination of pupils; also to obtain prizes and printed testimonials, to be given to those who shall merit them.

*Resolved*, That we return our most hearty thanks to the ladies, who have so kindly aided the choir upon this occasion, and who have contributed so much to the pleasure and entertainment of the audience.

*Resolved*, That we shall ever gratefully remember the kind treatment and open-handed hospitality of the citizens of De Soto, in aiding this Association, and that we return them our warmest thanks.

The exercises were bountifully interspersed with instrumental music by Mrs. Beal and Miss Williams, and vocal music under the direction of

E. A. Ford, assisted by Mrs. Fisher, Mrs. Beal, Messrs. Thomas and Rand. This, with the occasional comicalities of A. H. Needham, Burr Fisher, and E. A. Ford, gave variety and additional interest to the meeting.

The election of officers being in order, FRANCIS HAGAN was chosen President, and BURR FISHER, Secretary.

On motion, the Association adjourned to hold its next regular session at Hillsboro, on the 2nd, 3d, and 4th days of May, 1860.

Everything passed off with much spirit and energy, and this was, truly, "a merry and profitable meeting of the Teachers and citizens of Old Jefferson."

The prime movers of this new enterprise in Jefferson county were G. E. Needham and E. A. Ford; who deserve much praise for their persevering zeal in this great movement.

FRANCIS HAGAN, *President*.

BURR FISHER, *Secretary*.

## OSAGE COUNTY TEACHERS' INSTITUTE.

Pursuant to previous notice, several of the Teachers and friends of education of Osage County convened in the court-house, Friday, August 26th, for the purpose of organizing a County Teachers' Association.

On motion, Mr. A. J. SEAY was appointed Chairman, and J. A. MILLER Secretary of the meeting, for organization.

On motion, the meeting proceeded to organize a County Teachers' Institute, by appointing Messrs. R. R. Sankey, J. J. White, G. W. Hopkins, and J. A. Miller a Committee to form a constitution for said Institute.

The Chair appointed J. P. Compton, G. W. Hopkins, and D. Hopkins, to draft resolutions expressive of the views and will of the Institute.

On motion, the Chairman was added to Committee on Resolutions.

The Chair requested Prof. Tracy to address the meeting, to which he assented, and gave a very lucid and interesting address on the nature and benefit of Teachers' Institutes, and the correct method of instruction in Common Schools.

On motion, meeting adjourned to meet at 1 o'clock, P. M.

### AFTERNOON.

Meeting convened pursuant to adjournment.

Committee on Constitution reported,—report received and adopted.

Committee on Resolutions reported,—report received and adopted.

On ballot, A. J. SEAY was elected President of the Institute; G. W. HOPKINS, Vice-President; J. A. MILLER, Treasurer; and D. HOPKINS, Secretary.

On motion, meeting adjourned to meet at 9 o'clock to-morrow morning.

D. HOPKINS, *Secretary*.

### SATURDAY MORNING, August 27.

Meeting met pursuant to adjournment.

On motion, the Executive Committee proceeded to select subjects, and

to appoint to the members of this Institute their several parts, to be performed at our next meeting.

On motion, meeting adjourned, to meet at Stony Point, on the second Thursday of October, A. D., 1859.

DAVID HOPKINS, *Secretary*.

### CONSTITUTION.

ART. 1.—This Association shall be known by the name of the Osage County Teachers' Association.

ART. 2.—The objects of this Association shall be the mutual improvement of its members in all matters relating to the teaching and government of schools; also, the awakening of a more general interest amongst the people upon the subject of popular education.

ART. 3.—The officers of this Association shall be a President, Vice-President, Secretary, and Treasurer, who shall be elected annually by a vote of a majority of the members present, electing to be done by ballot, or nomination and  *viva voce* , as may be deemed best by the Association.

ART. 4.—The different officers shall perform such duties as pertain to their several offices in similar Associations.

ART. 5.—The President, Vice-President, and Secretary, shall constitute an Executive Committee, whose duty it shall be to make appointments for all the regular meetings; give notice to all persons selected to take part in the exercises of such meetings, and call special meetings when they may deem it desirable.

ART. 6.—The annual meeting of the Association shall be held in the first week of July of each year, said meeting to commence on Monday and continue through the week; and if such meeting fails to be held, the officers shall hold over until their successors are duly elected.

ART. 7.—This Association shall hold at least four meetings each year, including the annual meeting.

ART. 8.—The object of these Institute meetings shall be to have practical lectures, instruction, and discussion upon all branches of study, and all matters connected with the subject of popular education.

ART. 9.—Any person may become a member of this Association who is nominated for membership by the members of this Institute, and signs this constitution.

ART. 10.—A code of by-laws may be added to the constitution, as the exigencies of the Association may require.

ART. 11.—Five members shall constitute a quorum for the transaction of business, but a smaller number may adjourn from time to time.

ART. 12.—This constitution may be altered or amended at a regular meeting, by a vote of two-thirds of the members present.

### SIGNERS' NAMES.

J. K. Kidd,  
A. J. Seay,  
R. R. Sankey,

J. A. Miller,  
S. J. Matthews,  
Geo. W. Hopkins,  
J. T. Berry.

David Hopkins,  
John P. Compton,  
Joshua J. White,

### RESOLUTIONS.

1. *Resolved*, That we regard a Normal School as an institution eminently designed to train our Teachers for the great work which they are called upon to do; and that we believe it will be the most efficient means by which the defects of our State educational system can be remedied.

2. *Resolved*, That a committee be appointed to memorialize our next General Assembly on the subject of the establishment of a Normal School in the State, and that the entire membership of this Association form that committee.

3. *Resolved*, That we highly approve the course of the State Superintendent in recommending a uniformity of text-books for the use of the schools of Mis-



souri, and that we will cordially cooperate with him to carry this principle into effect in Osage county.

4. *Resolved*, That we highly approve the *EDUCATOR* as a means of disseminating intelligence on the system of popular education in our State; that we approve the manner in which it is conducted, and will use our best efforts to sustain it by endeavoring to have it widely circulated amongst us.

5. *Resolved*, That the Executive Committee be appointed to select subjects that will be appropriate to discuss and lecture upon at the next meeting of the Institute, and that each member be appointed to perform that part which will be most congenial to his taste.

6. *Resolved*, That the *MISSOURI EDUCATOR*, *Jefferson Examiner*, *St. Louis Republican*, and *Central Missourian* be furnished with copies of the proceedings of this meeting for publication.

7. *Resolved*, That we esteem very highly the labors of the State Agent, Prof. J. L. Tracy, in his efforts to advance the school interests of Missouri; and that our warmest sympathies and best wishes attend him in all his efforts to elevate and improve the condition of our public schools in the State.

8. *Resolved*, That this Institute meet on the 2d Thursday of October, A. D., 1859, at Stony Point, for the purpose of transacting its legitimate business.

## ST. CLAIR COUNTY TEACHERS' INSTITUTE.

Pursuant to previous notice, the Teachers of St. Clair county assembled at Oseola, on the 25th day of June, for the purpose of adopting a constitution for their future government, and regulation.

The proceedings of the prior meeting having been read, they selected from the three constitutions submitted such articles as were in their judgment most appropriate, the committee, from inevitable causes, having failed to produce a single one, as had been anticipated.

A vote was taken on the articles chosen, separately, and then collectively; and it was resolved that they combined should form the constitution desired.

Attention was next directed to the election of officers, which resulted as follows:

For President, WM. F. CARTER; Vice President, REV. G. W. HARLAN; Secretary, J. M. ARNOLD; and for Treasurer, REV. C. J. BARR.

A vote of thanks was tendered to the acting Chairman and Secretary, for services performed.

On motion of Rev. G. W. Harlan, meeting adjourned until the second Saturday in September, at 11 o'clock A. M.

JOSEPH H. DUNBAR, *Chairman*.

JAMES M. ARNOLD, *Secretary*.

## CONSTITUTION.

### PREAMBLE.

WE, the Teachers of Public Schools in St. Clair county, with the view, and for the purpose, *First*, Of rendering our labors more efficacious, in imparting knowledge to our pupils; *Second*, In securing a regular system of discipline and government in the schools; *Third*, In using a uniform series of textbooks; and *Fourth*, For the further and more important object of making ourselves better qualified to discharge our weighty responsibilities as educators of youth, do ordain and establish this as the constitution of this association, which shall be styled St. Clair County Teachers' Institute.

ART. 1.—The officers of this Institute shall consist of a President, a Vice-President, a Secretary, and a Treasurer, who shall be elected semi-annually.

ART. 2.—It shall be the duty of the President to call the members of the Institute to order, when assembled; preside over its deliberations, and at all times to preserve order and decorum; give the casting vote in cases of a tie; call special meetings, by giving public notice thereof; decide questions of order among members, according to parliamentary usage; and perform such other duties as the nature of his office may require.

ART. 3.—It shall be the duty of the Vice-President to act, in the order of his election, as a presiding officer, whenever a vacancy in the Chair may occur, and to extend to the acting Chairman such aid in the discharge of his duties as may be required.

ART. 4.—It shall be the duty of the Secretary to keep a correct record of the proceedings of each regular and special meeting, conduct its necessary correspondence, and perform such other duties as the nature of his office may require.

ART. 5.—It shall be the duty of the Treasurer to take charge of the funds belonging to the Institute, and present to the same, at the last meeting of his official term, a full report of the moneys received and disbursed by himself, and deliver to his successor, at the expiration of his term, all moneys, books, &c., belonging to the Institute in his possession.

ART. 6.—All votes in the election of members and officers shall be cast by ballot. A majority of the members present shall be necessary to secure an election. All members shall be required to vote, unless excused by the President. In all other questions votes shall be taken by the ayes and noes, and decided by a majority. In case of a tie, the President shall give the casting vote. When there is but one candidate for office, the ballot may be dispensed with.

ART. 7.—Five male members of the Institute, convened at any regular or special meeting, may constitute a quorum for the transaction of its business.

ART. 8.—Any person sustaining a good moral character, who has been or may still be teaching in St. Clair county, or who is interested in the cause of general education, may, after election by a majority of the members present, subscription to the constitution, and payment of the initiatory fee, be considered a member of the Institute.

ART. 9.—The fee for initiation shall be twenty-five cents.

ART. 10.—No member shall be fined or injured in his rights as a member for non-attendance, but all attendance shall be voluntary.

ART. 11.—This constitution shall be subject to alteration or amendment whenever a majority of the members may deem it necessary; *Provided*, The Institute shall have been notified of the alterations or amendments desired one month previous to action thereon.

ART. 12.—The regular meetings of the Institute shall be held quarterly, on the second Saturday of September, December, March, and June, at 11 o'clock A. M.

#### MEMBERS.

W. F. Carter,  
Ewell D. Murphy,  
Jno. T. Strickland,

Samuel L. Woody,  
G. W. Harlan,  
Jos. H. Dunbar,  
John T. Metcalf.

C. J. Barr,  
Wm. H. Pulliam,  
D. Snoddy,


To love something more than one's self, is the secret of all that is great.  
To know how to live for others, is the aim of all noble souls.

A generous mind does not feel as belonging to itself alone, but to the whole human race.

Pure truth, like pure gold, has been found unfit for circulation, because men have discovered that it is far more convenient to adulterate the truth than to refine themselves.

## Editorial Department.

---

 All communications and business letters should be addressed to "MISSOURI EDUCATOR, Jefferson City, Mo."

---

### LETTER FROM MR. TRACY.

---

We take pleasure in laying before our readers the following interesting letter from Prof. J. L. TRACY. He is doing a work for the schools and teachers of Missouri, whose results will appear both now and long hereafter. The plan which he has developed to encourage more diligent study and more faithful teaching in the schools, must commend itself to the good sense of all enterprising teachers, and all parents who love to have good schools. We learn that several counties have already adopted the plan, and from the generous offer of assistance contained in this letter, we shall be surprised if many of the County Associations do not make use of it as a means to reward just merit, encourage faithful teachers in the prosecution of their duties, and send a few sparks of electricity into some of the "Sleepy-Hollow" school-houses.

FARMINGTON, ST. FRANCOIS COUNTY,

September 3, 1859.

DEAR SIR: I am happy to announce to you the fact that there is "a good time coming" in the educational affairs of Missouri. I do not say this at random, but from an intelligent conviction of its truth. I have been spending a few days in attending educational meetings in the counties of Jefferson, Washington, and St. Francois, and the interest I have found amongst those Commissioners, teachers and people with whom I have met, is certainly a harbinger of better days and better doings in our Common School System. I might add to this that I have now pressing invitations from different parts of the State to attend twice as many meetings as I can possibly visit. There is a general disposition on the part of Commissioners and the better class of teachers to shake off apathy and indifference, and see what can be done for the improvement of both schools and teachers, on the principle of voluntary associated effort. Nor is this feeling confined to teachers, but the interest is beginning to be strongly manifested amongst the people, who are, at last, the ones most deeply concerned in the character of the schools. Wherever I have been, and proper notice could be given of a meeting, they have turned out in large numbers, and listened with marked attention and approbation to practical suggestions on the subject of popular education. In counties where teachers have organized Associations and Institutes

for the noble and unselfish purpose of mutual improvement to themselves and benefit to their schools, the people have come to understand the nature and objects of such meetings, and show their appreciation by their presence and hearty coöperation.

During my present trip, I found myself greeted at De Soto, in Jefferson county, by a large gathering of teachers and people. Coöperating heartily with the teachers was the worthy Commissioner of Jefferson county, A. GREEN, Esq., a brother of our distinguished Senator. As the proceedings of this meeting will appear in the present number of the EDUCATOR, I need not refer to it at length. I must be allowed to say, however, that it was one of the most interesting meetings I have attended in Missouri. The matter had been taken hold of in the right spirit, and the movement embraced not only the School Commissioner and leading teachers, but several young lawyers of ability, who participated cordially and efficiently in the exercises. The meeting was also graced by the presence of a large company of ladies, who always give animation and success to every laudable enterprise. In this case they were not mere silent listeners, but assisted at proper intervals to furnish delightful music for the entertainment of the audience. Altogether, this meeting at De Soto was a splendid success, and will give an impetus to the good cause in Old Jefferson that will be felt for many months to come.

At Potosi, I lectured last night to a pleasant and very attentive audience, that had assembled after a few hours' notice. In this county (Washington) no organization has yet been effected, but the Commissioner is laboring to bring about such a result, and a meeting for this purpose has been appointed for the first week in November.

In St. Francois county they have a man at the head of school matters whose whole soul is in the work. J. J. BRADY, Esq., the worthy and efficient Commissioner of the county, is doing a work for the schools of his jurisdiction for which future generations will have occasion to be grateful. He also has the coöperation of several intelligent, wide-awake teachers, amongst whom I may mention, without being invidious, Mr. R. S. THURMAN, the Principal of the Farmington High School. This gentleman has gone to work with an intelligent zeal, and a persistency of effort, to build up a first-class Seminary in this pleasant little town. May his success be equal to the importance of the undertaking. As a further evidence of healthy interest and action in these counties, I learned that the EDUCATOR was making many friends and securing additional subscribers.

But I will not dwell longer upon the details of this very pleasant trip to South-east Missouri. I must, however, ask the attention of my readers, especially School Commissioners and teachers, whilst I lay before them the outlines of a plan to increase the interest and efficiency of our schools during the present year. After consultation with many intelligent teachers, who have expressed their cordial approbation of the plan alluded to, I have determined to give it publicity in the EDUCATOR, that all who see fit may avail themselves of its advantages. Its only design is to secure more diligent study on the part of pupils, and more

careful and thorough instruction on the part of teachers; these objects to be accomplished by making the spring meeting of each County Association adopting the measure a kind of Educational Fair, or School Jubilee, where the pupils from the different schools would be assembled, and honorable testimonials bestowed upon all whose diligence and success should merit such a distinction. To prevent misapprehension, I will give the details of this proposed

*Plan to encourage more diligent Study and careful Instruction in the Schools of Missouri.*

*First.* Let each County Teachers' Association adopting the following measure give notice throughout the county that they will have at their spring meeting an Educational Fair, or School Celebration, to which all pupils and parents shall be invited, and that there will be an impartial examination of such pupils as wish it, and those who have distinguished themselves by proper proficiency shall receive a suitable prize or certificate of honorable distinction.

*Second.* To carry out such a plan as this, something will have to be paid for prizes and handsomely engraved certificates or testimonials of distinction. To assist in this matter, I am authorized to guarantee to each County Association adopting the plan the sum of ten dollars in prizes and honorary certificates, provided such Association agrees to raise double that amount for the same purpose. Thirty dollars properly expended will supply a sufficient number of the honorary certificates and nearly forty valuable and elegantly bound volumes, which at retail would not cost less than fifty dollars.

*Third.* Let the subjects for examination be as follows:

**SPELLING. Primary Class.**—Fifty words selected from Webster's or McGuffey's Speller; all the words to be found in either book.

**SPELLING. Advanced Class.**—Fifty words selected from Webster's Speller and Definer, or Webster's School Dictionary; all the words to be found in either of the books.

**READING. Primary Class.**—Selections from McGuffey's New Third Reader, or a book of the same grade.

**READING. Advanced Class.**—Selections from McGuffey's New Sixth Reader, or some book of that grade.

**MENTAL ARITHMETIC.**—Ten questions that may be solved by a thorough knowledge of Ray's Second Part, or some other good intellectual Arithmetic.

**PRACTICAL ARITHMETIC. Primary Class.**—Ten questions on Ray's Third Part to Ratio.

**PRACTICAL ARITHMETIC. Advanced Class.**—Ten questions on the whole of Ray's Third Part.

**GEOGRAPHY. Primary Class.**—Ten questions on the Geography of the United States, one of which questions will require the pupil to draw from recollection an outline map of some State or Territory.

**GEOGRAPHY. Advanced Class.**—Ten questions on the Geography of the Eastern and Western Continents, one of which will require the pupil to

draw, from memory alone, an outline map of some country or grand division of the earth. The reason for the questions requiring pupils to draw outline maps is, that experience has shown that there is no better way to perfect a knowledge of Geography, than to require scholars to draw such maps from the Atlas upon a slate or black-board, merely by the aid of the eye. It makes an impression of the shape of countries, islands and continents, which nothing else will do. Pupils are fond of the exercise, and besides making an indelible impression of the land and water surface and divisions of the earth, it is an excellent lesson in linear drawing.

GRAMMAR. *Primary Class*.—Ten questions that may be answered from Pinneo's Primary Grammar, or other works of similar grade.

GRAMMAR. *Advanced Class*.—Ten questions, a part of them referring to definitions, rules and principles, and a part to parsing words and analyzing sentences.

HISTORY, UNITED STATES. *Primary Class*.—Ten questions on Mon-teith's Primary History of the United States, or some work of the same grade.

HISTORY, UNITED STATES. *Advanced Class*.—Ten questions that may be answered from Willard's United States History, or some similar work.

GENERAL HISTORY.—Ten questions that may be answered from any of the Universal Histories used in schools.

PENMANSHIP.

ENGLISH COMPOSITION.

ELOCUTION.

MODE OF CONDUCTING THE EXAMINATION.—Upon this will depend entirely the value of the rewards. It must be so managed that every man can see it is thorough, and, at the same time, that there is no possibility of collusion, favoritism, or partiality. To contribute to this end, I will undertake at the proper time, if agreeable, to prepare and have printed privately at my own expense, a sufficient quantity of the questions to supply all. It should be understood that the whole examination, except upon Reading and Elocution, must be conducted in writing. To be perfectly understood in this matter, I will explain the course to be pursued. I will suppose that the day for examination has arrived, that the Association have appointed a Superintendent of the examination room, and a Committee of Examination, and that the hour is announced for the Primary Class in Practical Arithmetic. Suppose that forty pupils are ready to be examined in this department. They enter a room provided for that purpose, and take their seats at writing desks or tables, and are supplied with writing materials. Then, for the first time, the Superintendent is supplied with a sufficient number of printed slips, containing questions on Practical Arithmetic as far as Ratio. The Superintendent takes the name of each pupil, gives him a number, and places the same number on the paper which is to contain his or her written examination. Each class should have one hour for the examination, and just before this arrives the Superintendent distributes to



the pupils the slips containing the printed questions. Without the use of books, and without communication with each other, they spend the allotted time in writing such answers as they are able. At the close of the hour, all the written exercises are collected, containing the numbers, but not the names of the pupils, and sent to the Examining Committee, whose duty it will be to determine the value of each. To be uniform in this respect, let every perfect answer count 10, and then a perfect examination on any one subject would be equal to 100, whilst every deficiency would deduct from this amount. Suppose the committee, after a careful examination of the merits of the several papers from the class under consideration, find one so nearly perfect that it runs up to 95, and thirty others that range in value from 75 up to 95. The value of each is placed upon it, and the papers are then returned to the Superintendent to have the names of the successful pupils prefixed to their several numbers. Let the one who stands highest on the list be entitled to an appropriate prize, in the shape of a valuable and handsomely bound book, and all the others, down to the grade of 75, to a certificate of honorable distinction, each certificate expressing the exact grade to which the candidate arrived. By this course it will be seen that the Examining Committee cannot know the individual scholars upon whose work they have passed judgment until after the examination has closed. By this course it will also be seen that every diligent pupil, who has been carefully instructed, will be morally certain to obtain honorable distinction in some department, perhaps in several. It should be understood that pupils can enter for examination in as many departments as they please, provided they are not permitted to be examined in both the Primary and Advanced Classes of one department. In the departments of Reading and Elocution the Examining Committee must, as a matter of course, hear the candidates read and speak, and then give to each such credit as they think the performance deserves. In the department of Spelling, fifty words will be selected, and a limited number of copies printed, so that one copy can be given to each Superintendent at the proper time. The class being seated at their desks, and the time having arrived, he will give out distinctly the first word, and have it pronounced in concert after him by the whole class, to see that there is no misapprehension, and then each will proceed to write the word on his or her paper. This course to be pursued throughout the exercise.

The above suggestions will be sufficient to indicate the course in the whole examination. The questions, if prepared by myself, will be such as may be answered by every one who has thoroughly studied, and has been well instructed in the different branches named. Particular books have been referred to, because they are more generally known and used in the schools of Missouri than any others, but the questions will be so framed that they can be properly answered by the careful study of any good text-book in that department. In Arithmetic, for instance, some of the questions will refer to general principles, rules, or definitions that may be answered from any good text-book on this subject, and others will require the solution of questions.

To conduct such a meeting properly and profitably to all parties, I would make the following suggestions: Let the Association appoint two days, say Friday and Saturday, sometime in May or June, and invite to it not only all teachers, but parents and pupils from every district in the county. On the first day, whilst the examination of classes is going on quietly in one building, let parents, teachers, and such pupils as are not employed, assemble in another, to hear lectures and discussions upon educational topics, exercises in vocal music, elocution, etc. On the second day, when the examinations have been closed, let there be a procession, with music and banners if you please, a popular address or oration, to be followed by the distribution of rewards, and all to close with a grand picnic. The difference between such a meeting and our Agricultural Fairs would be, that whilst in the latter there are more sore heads than joyful hearts, on account of disappointment and supposed injustice, in these Educational Fairs all who had studied well and been faithfully instructed would go home satisfied, bearing honorable testimonials of their good scholarship.

The legitimate effect of this plan, if faithfully carried out, will be, not to excite a spirit of unhealthy emulation and contention amongst pupils, but rather to bestow upon all diligent scholars a proper reward for their diligence and proficiency, and at the same time give to all faithful teachers an opportunity to exhibit specimens of their workmanship, under circumstances where there is no possibility of deception. It is confidently believed that every earnest teacher will hail the project with pleasure, as furnishing a motive that will infuse new life and energy amongst the pupils of his school.

The range of subjects for examination is such as to embrace almost every grade of scholars in our common schools, and in some of the branches, as Spelling for example, the scholars can continue their preparation, whether at school or not.

Hoping that the above plan will meet with the cordial approbation and coöperation of teachers, pupils, and parents, it is respectfully submitted to their judgment and action. It is recommended to teachers who adopt it, that they explain the plan fully to their pupils, and between this and the time of holding the spring meeting, give them frequent practical examples of the mode of conducting the examination.

The offer made at the commencement of announcing this plan, will remain open until the first day of December, and all Associations adopting it and wishing to avail themselves of this proposition, are desired to secure by subscription the necessary amount on their part, and inform me as soon as possible. The money need not be collected until late in the winter.

J. L. TRACY,

*General Agent State Teachers' Association.*

---

There is more honor in meriting praise without obtaining it, than in obtaining it without meriting it

## HENRY COUNTY TEACHERS' ASSOCIATION.

The Henry County Teachers' Association met at Clinton on Aug. 3d. The committee previously appointed to select a series of text-books, reported, expressing the belief "that a uniform series of text-books is very essential to the development of any system of education," and recommended to the patrons and common schools of Henry county, McGUFFEY'S Primary School Charts; McGUFFEY'S Eclectic Speller and Series of Readers; MONTEITH'S First Lessons, Introduction and Manual of Geography; McNALLY'S Complete School Geography; MONTEITH'S Youth's History of U. S.; WILLARD'S do., and Universal History; RAY'S Arithmetics and Algebras; PINNEO'S Grammars and English Teacher; NORTH-END'S Little Speaker; LOVELL'S Young Speaker; FOWLE'S Hundred Dialogues; MARTIN'S Orthoepist; FULTON & EASTMAN'S Book-Keeping; PARKER'S Philosophy, Nos. one, two, and three; and SMITH'S Illustrated Astronomy.

An election of officers for the ensuing year resulted as follows: ROBERT ALLEN, President; WILLIAM L. AVERY, Vice-President; F. E. SAVAGE, Recording Secretary; JAMES M. BYLER, Corresponding Secretary; J. TOWNSEND, Treasurer.

The Institute next meets in Calhoun, on the first Friday in November, then and there to inaugurate a plan of operations under the direction of the County School Commissioner.

## STATE NATURAL HISTORY SOCIETY.

The State Natural History Society, of Illinois, met at Bloomington, on June 29th. From its constitution, published in the August number of the *Illinois Teacher*, we learn that its field of observation and research comprises Geology, Mineralogy, Meteorology, Botany, Zoology, Comparative Anatomy, and Animal and Vegetable Physiology. In addition to the usual officers necessary to an organization—President, Vice-Presidents, Treasurer, and Secretary—it elects a Superintendent, whose duty it is to visit different portions of Illinois and other States; make collections of specimens, attend to exchanges with various Societies, establish a system of coöperation, and labor to incite a general interest in the study of Natural History. It also elects a Curator, who receives and takes charge of all collections and contributions of specimens belonging to the Society, (which, after being labeled and registered, are deposited in the Museum of the State Normal University.) It also has an Executive Committee, that takes charge of any matters referred thereto by the Society.

During the meeting of the Society, an address on "*The Study of Natural History*" was delivered by CYRUS THOMAS, of Jacksonville; an address on the "*Geology of Illinois*," by Prof. J. H. MCCHESENEY, of Sangamon county; a paper read on "*Meteorology*, in connection with Botany," from Dr. F. BRENDDEL, of Peoria; a paper on "*The Mosses of Illinois*," by Dr. GEO. VASEY, of McHenry; a paper "On the Extinction of certain species of *Fluvistile Mollusks*, by the drouth of 1854," read by Dr. E. R. ROE, of Bloomington; a paper on "*The Orthoptera of Illinois*;" and Dr. VASEY presented a description of *Ascerates* found in Southern Illinois.

A resolution was adopted, recommending that a Convention of Naturalists from Wisconsin, Iowa, Missouri, Illinois, Indiana and Ohio, be held in Chicago on September 12th, 1859; and all the members of the Illinois Society were appointed delegates thereto. It was also ordered, "That a Catalogue of Plants and Animals of Illinois be published as far as ascertained by this Society, to aid in exchanges, and assist in advancing the study of Botany and Zoology."

The Superintendent was authorized to enter into contracts with colleges and other institutions of learning, to furnish suits of Illinois specimens of Natural History.

The *Prairie Farmer* has been selected in which to publish the papers and proceedings of the Society.

---

#### NEW ADVERTISEMENTS.

---

Amongst these will be observed an additional page or two from the well known house of A. S. BARNES & BURR, New York, who publish a very extensive list of school-books, most of which have obtained an enviable reputation throughout the country.

PRATT, OAKLEY & Co., of the same city, also have a new page of advertisements, to which we would call the attention of readers. We noticed one of their books, *Hooker's Physiology*, in the last number of the *EDUCATOR*, and will continue to notice others hereafter.

We also invite the attention of parents who have daughters to educate, and young ladies desiring to prepare for the noble mission of teaching, to the advertisement of the Howard Female College, under the presidency of Rev. W. T. LUCKEY, a gentleman who stands in the front rank of professional teachers in the western country. Prof. LUCKEY, by his ability and indefatigable labor and perseverance, has built up a first class seminary for young ladies, which is well known throughout the West, and receives, as it deserves, an abundant patronage. He has opened a Normal Department in the institution, and if any man can do good collaterally in this way, he is certainly able to accomplish it. It shows the crying necessity for an institution whose speciality and whole power shall be devoted to the purpose of training teachers for the schools of Missouri. For the establishment of such an institution, Prof. LUCKEY has labored and will continue to labor until the work is accomplished.

## SCHOOLS OF MISSOURI.

**DANVILLE FEMALE ACADEMY.**—This institution is located at Danville, Montgomery county, Mo.; JAS. H. ROBINSON, A. M., Principal, assisted by Misses HARRIET E. COOLEY and H. F. WATKINS in Literary department; Miss MARGARET ANDERSON, in Preparatory; W. GENSERT, Prof. of German, and Vocal and Instrumental Music, assisted in Music department by Miss H. F. WATKINS; Miss M. E. BLANCHARD, Ornamental. During the last Academic year, the number of matriculates, including about fifty home pupils, was ninety-eight. The session for 1859-60, commences the first Monday in September, and ends the third Monday in June. We notice that French and Latin, as well as German, are taught in this school.

**WILLIAM JEWELL COLLEGE.**—The catalogue of this institution, located at Liberty, Clay county, Mo., shows one hundred and twenty-five matriculates for the year ending June 23d, 1859, among whom were two who took the degree of Bachelor of Arts, and two, the degree of Bachelor of Philosophy. Fifteen, altogether, in the Collegiate department; thirty-three, the Academic department; sixty-three, in Scientific department; and fourteen, in sub-Academic department. Its Collegiate Faculty comprise the following: Rev. WM. THOMPSON, A. M., LL. D., President; M. W. ROBINSON, A. B., JOHN T. DAVIS, A. M., J. B. BRADLEY, A. M., Rev. E. S. DULIN, A. M., Professors; W. C. GARNETT, A. B., Principal Academic department.

The Collegiate year is divided into two terms, of twenty-one weeks each—the session commencing on the first Monday in September. This College is no longer regarded an experiment, but a fixed fact. It was organized, and is being endowed under the auspices of the Baptist Church.

**MOUNT PLEASANT COLLEGE,** Huntsville, Randolph county, Mo., conducted under the auspices of the Baptist Church, is among the well established and prosperous institutions of the State. Its Faculty is thus organized: W. R. ROTHWELL, A. M., President; G. F. ROTHWELL, A. B., E. P. LAMKIN, A. B., G. M. CATRON, A. B., Professors; G. R. HUGHES, Principal Academic male department; Miss B. M. RAGLAND, Principal Collegiate, and Miss J. E. T. LEWIS, Principal Academic female department; Miss JANE TENNISON, Teacher of Instrumental and Vocal Music, French, and Italian. The number of students in all departments during the Collegiate year ending on the last Friday in June, was two hundred and thirty. Private boarding is obtained at \$2 to \$2 50 per week. The President of this College is one of the most talented and estimable graduates of the University of the State of Missouri. All the Professors are also graduates of the University, and worthy of its honors.

OZARK NORMAL INSTITUTE, located in Ozark, (formerly in Greene county, now the county seat of Christian county,) is a mixed school. Under the Principalship of J. C. LEARNED, its last spring and summer session, 1858, numbered seventy-six pupils, and its fall and winter session, ending in January last, one hundred and thirteen pupils. The list of studies embraces both an English and Classical course. Boarding, in private families, obtained at \$1 25 to \$1 75 per week. Mr. LEARNED having severed his connection with the school, the charge of the Institute has been transferred to another, of whose name we are not certain. A preceptress, two assistants, a teacher of vocal music, and lecturers on physiology and history, assist the Principal.

BAPTIST FEMALE COLLEGE, Columbia, Boone county, Mo., closed its third year on July 1st, its pupils for the session numbering 70—7 seniors, 17 juniors, 11 sophomores, 11 freshmen, and 24 preparatories—30 of the number home pupils. Its Faculty consists of Rev. X. X. BUCKNER, Principal; J. A. HOLLIS, (now withdrawn,) Miss SARAH E. STONE, Mrs. A. E. HOLLIS, (now withdrawn,) Miss MOLLIE WILLIAMS, Assistants; CHAS. L. DOLL and A. W. ORR, Professors of Instrumental and Vocal Music. The College, it is stated, is provided with Chemical, Philosophical and Astronomical apparatus, and the classes also frequently enjoy the privilege of attending the lectures at the State University. The College grounds are both healthful and beautiful, and most eligibly located.

CENTRAL COLLEGE, Fayette, Howard county, Mo., organized, endowed and conducted under the auspices of the Methodist Episcopal Church South, is now fully established. Its Faculty consists of Rev. A. A. MORRISON, A. M., President; Rev. J. A. REUBELT, A. M., Rev. C. W. PRITCHETT, A. M., A. C. DYAS, A. B., H. B. PARSONS, A. B., Professors. In the last year there were 99 students in attendance—1 senior, 6 juniors, 17 sophomores, 34 freshmen, and 41 preparatories. The institution allows two classes of graduates, Classical and Scientific, each course thorough in itself. No common boarding-house connected with the College. Scholarships of three classes or terms of years, are sold—three years, \$50; ten years, \$100; thirty years, \$200—all subject to a contingent fee of \$1.50 per session—Collegiate year divided into two sessions, the first commencing the third Monday in September.

HOWARD FEMALE COLLEGE, Fayette, Howard county, Mo., is elsewhere noticed in this number of the EDUCATOR. Its Faculty is: Rev. WILLIAM T. LUCKY, A. M., President; Miss MARY BENJAMIN, Principal Academic department; Rev. GEORGE W. RICH, Principal Preparatory department; Miss MIRIAM ANDERSON, Primary department; Prof. J. A. SCHNEIDER, Vocal and Instrumental Music; with Miss BENJAMIN and Prof. REUBELT in Ornamental department and Modern Languages. The fifteenth annual catalogue contains many facts interesting to the patrons of the College and the friends of education.

FARMINGTON HIGH SCHOOL.—We have received a handsomely printed catalogue of this school, under the care of R. S. THURMAN, A. M., as Prin-



cipal, assisted by A. F. BROOKS, in the departments of Mathematics and Modern Languages; also by his lady, and a competent teacher of Music. Farmington is a charming village, pleasantly situated in a healthy section of the country, and for the promotion of its own interests should have a first-class seminary of learning. From what we have learned of Mr. THURMAN, he is able to build up such an institution.

DOVER HIGH SCHOOL, Dover, Lafayette county, Mo., closed its last session on the last Friday in June, the session commencing on the second Monday in September. Its Board of Instruction is as follows: E. C. WHITE, A. M., Principal; Misses MALLIE CARTER, JAS. H. TRAUGHER and C. A. WALLACE, assistants. The number of pupils during the last session was 130—67 in the female, and 63 in the male department. Strictly speaking, however, this is not a *mixed* school, the sexes occupying different school rooms, different play grounds, and different boarding-houses, being in each other's presence only during recitations. Mr. WHITE is a graduate of the State University, a man of good abilities, excellent moral qualities, and superior scholastic attainments.

PLEASANT RIDGE MALE AND FEMALE COLLEGE, located in Platte county, Mo., three miles from Weston. The sixth annual catalogue shows that 127 pupils attended this institution during the last year—45 females, and 82 males—2 graduates; and its whole number of graduates is 9—5 female, and 4 male. It has a boarding department only for females. Its Faculty consists of the following: BRICE W. VINEYARD, A. B., President; JAMES F. BRUNER, M. D., Vice-President; assisted by D. F. MOODY and Mrs. MARY W. BRUNER; Miss KATE S. THOMPSON, Instrumental Music, and a teacher of Ornamental branches. The course of study includes Mathematics, the Classics, and Modern Languages.

CHRISTIAN COLLEGE, Columbia, Boone county, Mo. The eighth annual catalogue of this institution indicates, for a series of years, a high degree of prosperity. In the eight years of its existence, in the first of which there were no degrees conferred, its graduates number 82—in 1852-3, six; in 1853-4, nine; in 1854-5, ten; in 1855-6, nineteen; in 1856-7, ten; in 1857-8, sixteen; and in 1858-9, twelve. The whole number of pupils, during the last session, was 115. The Faculty is thus constituted: J. K. ROGERS, A. M., President, and Professor of Belles Lettres; L. B. WILKES, A. M., Professor of Ethics, Metaphysics, and Constitutional Law; W. P. HURT, Mathematics, Nat. Philosophy, and Eng. Analysis; J. D. DAWSON, History, Eng. Grammar, Elocution, etc.; Mrs. K. A. HURT, Preparatory department; F. PANFELL, Instrumental and Vocal Music; Miss M. E. CARTER, Instructress on Piano; W. ALEXANDER, Guitar, Drawing and Painting; Mrs. M. J. DAWSON and Mrs. J. E. ROGERS, Principal and Assistant Matrons. A personal acquaintance with this school during a series of years justifies us in commending it to public favor as possessing a high order of merit in its moral regime, and in the thoroughness of its educational excellencies. It is a *first class* Female College. In its home department it can accommodate about 90 pupils. President ROGERS and Professor

WILKES are numbered among the more distinguished graduates of the State University.

UNIVERSITY OF THE STATE OF MISSOURI, located at Columbia, Boone county, Mo. This is, as its name imports, a State institution, with a liberal endowment, a spacious College edifice, all necessary apparatus, an extensive library, and an able Faculty. A. T. BLEDSOE, LL. D., (just elected, and his acceptance not yet certain,) President, and Professor of Physics, Astronomy and Engineering; GEO. H. MATTHEWS, A. M., President, *pro tem.*, and Professor of Ancient Languages; GEORGE C. SWALLOW, A. M., Professor of Chemistry, Mineralogy, Geology, Anatomy, and Physiology; JOHN J. JACOB, A. M., Professor of Ethics, Metaphysics, and Belles Lettres; BOLIVAR S. HEAD, A. M., Professor of Mathematics; WILLIAM C. SHIELDS, A. M., Associate Professor of Latin; STERLING PRICE, JR., A. M., Normal Professor and Instructor in Greek; IGNACE HAINER, A. M., Instructor in Modern Languages; WILLIAM ALEXANDER, Instructor in Drawing; JAMES J. SEARCY, A. M., Principal of Primary department.

According to the seventeenth annual catalogue, the number of students in attendance the last year, including 74 in the Primary department, was 196. The facilities of this institution are probably not surpassed in the West; and its locality and surroundings are characterized by healthfulness, intelligence, morality and wealth.

McGEE COLLEGE, Mound City, Macon county, Mo. The sixth annual catalogue of this institution exhibits a high degree of prosperity, the students in attendance the past year numbering 130—3 seniors, 14 juniors, 23 sophomores, 32 freshmen, and 58 in the Preparatory department. This College is conducted under the jurisdiction of the McGee Presbytery of the Cumberland Presbyterian Church—both sexes admitted to its classes. Its Faculty is thus constituted: Rev. J. B. MITCHELL, President; G. S. HOWARD, A. M., A. B. STARK, A. M., Rev. AZEL FREEMAN, A. M., Professors; S. M. HENDRICKS, Principal Preparatory department; Miss V. P. HAYNES, M. A., Principal female department; Miss J. A. HAYNES, Instrumental Music; Mrs. L. A. D. FREEMAN, M. A., Ornamental branches. Degrees are conferred upon full graduates, and also the graduates of Engineering department. The Modern Languages—French, German, Spanish, and Italian—are taught.

CLAY SEMINARY, for Young Ladies, Liberty, Clay county, Mo., JAMES LOVE, A. M., Principal, assisted by Mrs. L. A. LOVE in Home and Literary departments, Miss ANN PATTON in Literary, and Mrs. V. McCOUN in Primary department; Mrs. L. T. HILBRETH, Drawing and Painting; Miss MATTIE PETERS, Embroidery and Ornamental Work; and Mons. R. E. RICHARD, Instrumental Music. During the last, its fourth year, 142 pupils were in attendance—49 in the home or boarding department. The annual session commences the first Monday in September. Professor LOVE stands high among the educators of young ladies in Missouri.

Above we have noticed all the schools of the State from which catalogues have been received. We hope others will yet honor our call.

## Literary Notices.

---

We have examined with great pleasure a "School Record," prepared by Prof. J. L. TRACY, and published by L. & A. CARR, St. Louis. The book contains about a quire of the largest sized commercial letter paper, carefully ruled, with printed headings, and is admirably adapted to the purpose of a School Register. The first page contains a printed explanation of a very simple method of keeping an exact record of Deportment and Scholarship, and every teacher who faithfully keeps the daily register, and preserves the book, will be able in after years to read the school history of each pupil. There are also handsomely printed Monthly Summaries, intended to contain an abstract from the Record book, to be sent to parents at the close of each school month. Every teacher should be supplied with these facilities, and from the demand which we hear is already coming in for them, we should not be surprised if this would soon be the case. We do not understand how a book of this description, containing such material and requiring so many operations in its manufacture, can be furnished at fifty cents; but as the Professor seems more intent upon benefiting the schools than making money, we suppose he has fixed the price accordingly. The Summary is furnished at fifty cents per hundred, and either can be obtained by mail, post-paid, from Prof. TRACY, at this point, or from L. & A. CARR, St. Louis.

### WEBSTER'S DEFINER—WEBSTER'S SCHOOL DICTIONARY.

Both of these works are on the list of books recommended to the schools of Missouri, the first to be used as a speller for advanced classes, and the last as a reference book that should be in the hands of every pupil who is old enough to make intelligent use of a dictionary. Children should be encouraged at an early age to consult dictionaries and other reference books. This kind of research and trouble to obtain knowledge will fasten it in the mind, but if it comes without labor, it will be soon lost and forgotten.

**A TREATISE ON THE ENGLISH LANGUAGE**, for the use of Schools, Colleges, and Private Students. By SIMON KERL. Philadelphia: J. B. LIPPINCOTT & Co.

This Comprehensive Grammar of the English Language, just issued from the press, has been laid upon our table, but we are constrained to confess to having not yet had time to examine it with any care. It contains a large amount of matter—536 octavo pages of fine print. We see that it is commended in the highest terms by H. H. BARNEY, and ANDREW J. RICKOFF, of Ohio, both eminently distinguished as scholars. We will have more to say next month.

## TEACHERS' AGENCY.

"Resolved, That it is expedient and highly important to have a medium of communication between teachers and those who desire to obtain teachers.

"Resolved, That in consideration of this, the editor of the *MISSOURI EDUCATOR* be appointed such a medium."

In accordance with the adoption, by the Missouri State Teachers' Association, of the above resolutions, a book has been opened in which will be kept a record, under one head, of "Teachers Wanted," and under another, of "Teachers Wanting Places." Under the first head will be noted the character of the school, as described by the parties interested, the kind of teacher wanted, and the salary offered, if this is indicated, with any other important facts pertinent to the case. Under the second head will be noted the address of the teacher, his qualifications, as represented, whether a person of family, the kind of place wanted, &c. In all cases the correspondence and *testimonials* will be filed and open to inspection.

The substance of the record made will also appear in the *EDUCATOR*—twice, if we are not informed that the want is supplied, of which we should, in every instance, be promptly informed, if the place is filled, or a situation obtained, without our positive knowledge of the fact.

For every such record, or record and notice in the *EDUCATOR*, our charge will be *one dollar, pre-paid*. This is a very small charge—only the price of an advertisement a single insertion; but even though there will still be the additional labor of no inconsiderable amount of correspondence, we are disposed to make the Intelligence Agency as useful, and as little burdensome to those who choose to avail themselves of its facilities, as possible. Thus far we have only five applicants, as follows:

## TEACHERS WANTING PLACES.

A YOUNG LADY, now of Lansing, Michigan—no particulars mentioned—desires a situation in this State as a Teacher. n5

A YOUNG LADY, now residing in Indiana, endorsed by a distinguished Teacher in this State, as a graduate of an excellent Female Seminary, desires, on account of her mother's attachment to Missouri, to obtain a situation in the State—"would prefer to teach painting and drawing, but will accept a situation to teach any of the solid branches." n5

A YOUNG MAN, twenty-two years old, who has taught since he was sixteen, and can teach the common branches; also Algebra, Geometry, Surveying, Natural Philosophy, Latin, (two years' reading,) and a little Greek, if necessary. Expects a salary of \$450 to \$750, according to locality, expense of living, etc.; would prefer classes somewhat advanced. n4

A YOUNG LADY, age, we think, about twenty, a graduate of Christian College, Columbia—one who passed the ordeal of public examinations in a manner highly creditable to herself; has never taught. A personal acquaintance enables us to commend her to favor. n4

A GENTLEMAN AND WIFE, who have been teaching ten years, now in Northern Illinois, in which locality the gentleman has, for several years, acted as Superintendent of Common Schools. The special object sought in changing, is a milder climate. n4

Persons desiring to open a correspondence with applicants, will, on applying to us, be furnished with their addresses.